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ABSTRACT

This model for collaborative teacher education involves field and university educators working cooperatively to promote quality in teacher preparation programs and to improve the teaching behaviors of graduates. The focus is upon four primary goal statements: (1) public school practitioners are directly involved in preservice teacher education; (2) all segments of the university support and participate in the teacher education program; (3) the university cooperates with all teacher preparation institutions and public schools in the state; and (4) innovative programs are developed to foster effective dialogue between preservice students and their mentors in the field. The first two goals are accomplished through the development and maintenance of four advisement and governing councils composed of university and school personnel and administrators. The third goal is accomplished through two collaborative networks made up of statewide field centers and four teacher education centers serving student teachers. The fourth goal is met via the continuing development of action labs, self-paced modules based on concepts encountered in field experiences, and a cooperating teacher training program. (JD)

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GOAL ONE....PRACTITIONER INVOLVEMENT

Goal Statement: Public school practitioners are directly involved in preservice teacher education to maintain the quality of student teacher experiences.

To achieve this goal, university-based teacher educators can organize two councils: one council for the purpose of coordinating administrative aspects of consortium governance, and a second (teacher) council to create dialogue among those educators most closely associated with the day-to-day functions of teacher education.

Council to Coordinate Administrative Aspects

To begin this council, university-based educators arrange a meeting between key leaders in area institutions which are involved in existing teacher education projects to:

-- decide whether or not a formally organized council, which meets regularly, is a good idea;

-- determine the institutions that should be represented on the council;

-- determine which institutional leaders should be included on the council;

-- draw up a simple set of bylaws or guidelines (e.g., purpose, leadership, membership, meeting dates, meeting times, meeting plans, etc.); and

-- develop a tentative agenda for the first regular council meeting, including such issues as:

- problems with observation/participation programs,
- problems with student teaching programs,
- shared access to facilities and media,
- clarifying financial arrangements, and
- use of public school personnel in teacher education programs.

Council to Create Dialogue Among Instructional Personnel

This council is feasible only when a teacher educator has been successful in organizing the council to coordinate administrative aspects. Support and encouragement, as orchestrated in the administrative council, are needed to develop and conduct special projects created by members of this "teacher" council. To begin the teacher council, these steps should be followed:

-- obtain approval from the council which coordinates administrative aspects by indicating the purpose, organization, and functions of the teacher council:

- Purpose - to create dialogue among university and field-based teacher educators, and to stimulate new ideas and projects designed to improve the existing teacher education program (via program collaboration, joint research, sponsorship of staff development activities, etc.);

- Organization - to include building representatives who are teachers and administrators, those working each day with students and preservice teachers (representatives elected by district teachers or appointed by administrators such as a dean or superintendent); and

- Functions - to meet regularly, and to sponsor special projects designed to serve the needs of preservice teachers (action labs, research, special inservice seminars, etc.)

-- identify council leaders, who meet to sketch out basic guidelines or bylaws;

-- arrange for the appointment or election of members, based on guidelines or bylaws;

-- help council leaders prepare an agenda for the first meeting, which is a review of purpose, organization, and functions; and

-- conduct first meeting, covering agenda items and identifying possible future projects designed to enrich the current teacher education program.

GOAL TWO....TOTAL UNIVERSITY INVOLVEMENT

Goal Statement: All segments of the university support and participate in the teacher education program to consistently reinforce and develop exemplary preservice teaching behaviors.

To achieve this goal, university faculty members assigned primarily to divisions involved with the professional preparation of teachers should take the initiative in developing advisory groups. Members of such groups would represent all components of the university which have an interest in quality public school education. One way of accomplishing that task is to organize two on-campus councils: a general council on teacher education, and a council of student teaching supervisors.

General Council on Teacher Education

Professional teacher educators can begin this council by personally conferring with leaders of each university division which has an interest in quality public education. These persons, or those they choose to represent the division, serve on the council as voting members. At the first meeting of that council these items should be discussed:

-- meeting dates, times, places;

-- process for preparing bylaws;

-- main features of bylaws:

- Purpose - to advise the Dean of the College of Education on all matters pertaining to the university's teacher education program....standards, scope and sequence, modifications, etc.;
- Membership - one representative from each interested division of the university, and selected additional members from the education division (admissions officer, professional laboratory experiences director, etc.);
- Leadership - a chairperson elected from the membership.

Council of Student Teaching Supervisors

If a teacher education council is feasible, there may also be an opportunity to create a second council of professional educators and those from across the campus who supervise observer/participants, student teachers, and practicum students. This council should be

chaired by the Director of Professional Laboratory Experiences, who would call meetings as often as necessary. Supervisor meetings are useful in resolving difficulties, conducting training, and initiating new procedures.

GOAL THREE....INVOLVEMENT OF OTHER INSTITUTIONS

Goal Statement: The university cooperates with all teacher preparation institutions and public schools in (your state) to insure direct involvement of the total educational resources of the state in the preparation of quality teachers.

Many states already have a network within which colleges and universities can collaborate in assigning and supervising student teachers. All teacher preparation institutions should participate in such existing consortia and add "centers" of their own in regions a consortium doesn't serve. In Kansas, for example, Multi-Institutional Teacher Education Center (MITEC) programs are established in Kansas City, Topeka, Wichita, and the Flint Hills Region. Because efforts to expand the MITEC program to rural areas were unsuccessful, Emporia State University created cost-effective centers for its own students and students interested in participating from other universities.

MITEC

This concept originated in West Virginia and has functioned in Kansas since the early 1970s. MITECs use a highly bureaucratic structure, complete with a policy board to oversee program designs and functions, and local planning boards to organize seminar agendas and advise local MITEC directors. MITEC functions usually feature support services and seminar leadership, and occasionally include supervision of student teachers. Creating a MITEC includes these activities.

-- organizing a Policy Board, with a membership which includes:

- SCDE deans of cooperating colleges and universities,
- superintendents of the major districts in the consortium, and
- other personnel such as association representatives.

-- preparing an action agenda which includes:

- the identification of methods through which funds are generated to support director and secretarial salaries,
- the development of procedures through which centers are identified,
- the preparation of guidelines to be used in the employment of directors and secretaries,
- the preparation of guidelines to be used in locating offices and meeting rooms, and
- the preparation of bylaws to guide the organization and work of local planning boards.

Statewide Field Centers Sponsored by One University

Cost-effective centers to supervise student teachers and guide their supplemental studies may be established in any location not covered by MITEC programs. Centers such as these are relatively easy to establish and maintain. The most commonly used model (Model 1) is the type in which a single individual is assigned all supervisory responsibilities; a second model (Model 2) involves the use of a director, who calls upon other area educators to provide supervision.

Model 1

A Director of Professional Laboratory experiences locates and trains a highly competent and qualified educator (administrator, teacher, counselor, college instructor) in the region in which assistance is needed. If this individual is willing to assist (and most are), it is important for that person to know how much time such a commitment requires, and to obtain permission from a supervisor. Once identified, that individual is paid $100 to $150 per student teacher (plus travel expenses); the amount depends on the number and quality of supervisory visits expected, and the amount of seminar leadership and/or office time required.

Model 2

This is similar to Model 1, but the individual identified in the region becomes a "director," who identifies and trains grade level or subject specialists to provide most supervision. In this arrangement, the "director" may be paid $100 per student teacher, and "specialists" can be paid $35 per visit (plus travel expenses).

Both models require full cooperation from institutions in which the regional educator works. These institutions must provide release-time for administrators and counselors, and cover the cost of substitutes for teachers who are used as supervisors.

GOAL FOUR....DEVELOPING INTERACTIVE MEDIA AND PRACTICES

Goal Statement: Innovative programs are developed to foster effective dialogue between preservice students and their inservice mentors in the field to sustain the development of quality teaching behaviors

A "Connections" type program requires continuing improvement through the implementation of innovative practices. Three examples used here are Action Labs (seminars on very practical aspects of education....an idea taken from ASCD), Competency Guidebooks (self-paced modules based on concepts developed in the 1960s and 1970s), and Cooperating Teacher Training Modules (an idea developed in the early 1980s at Emporia State University).

Action Labs

Action labs are usually conducted by public school teachers for preservice teacher education students - on topics which are not ordinarily covered in regular academic programs (gradebook management, "what to do until the nurse comes," etc.). Public school practitioners enjoy teaching these classes on-campus or in the field, and teacher education students find the subjects very beneficial as supplemental knowledge. Action labs can be started as:

-- supplements to the regular course of study, and

-- supplements to student teaching, especially when practical hints pertain directly to the field experience.

Starting action labs requires:

-- the selection of a university or public school coordinator,

-- a coordinator who is capable of choosing dynamic and well organized presenters...those who have something to say,

-- a plan for assembling students or student teachers at a time and place which is compatible with the intent of the labs, and

-- a method of paying for these special services.

Competency Guidebooks

There are some subjects which can better be taught by public school practitioners while students participate in the field experience. One such subject could be called "Professional Relations of Teachers," a course in which students become conversant with such areas of concern as due process, negotiations, contracts, school finance, etc. Guidebooks can be organized with these components:

-- a statement of purpose,

-- a listing of competencies students are to achieve,

-- a checksheet for supervisor monitoring of progress,

-- a workbook section to assist student learning, and

-- an appendix to provide some basic information necessary to complete workbook section.

Guidebooks are only vehicles through which student learning occurs. Students obtain information to complete workbook sections by:

-- attending university-sponsored seminars which incorporate speakers from the public schools who address specific competencies,

-- consulting with their cooperating teachers,

-- asking questions to local administrators, counselors, and other service personnel, and

-- doing some outside reading.

Guidebooks are effective when supervisors monitor student progress thoroughly and consistently.

Cooperating Teacher Training Modules

Many prospective and current cooperating teachers would participate in training programs to help them work effectively with their student teachers, if such training programs were in more convenient locations or scheduled on different days. Standard university courses which provide such training are not only inconvenient to many teachers, but may be pertinent to their needs only if they currently have a student teacher or know one is coming. Consequently, a training module kit which current cooperating teachers complete in the field is a good technique for providing assistance. It is also an appropriate means for requiring such training as a condition of sponsoring a student teacher.

A module kit can be developed by following these steps:

-- determine what essential competencies are required of any good cooperating teacher (we recommend that you consult "Supervising Student Teachers the Professional Way" by Marvin Henry and Wayne Beasley),

-- prepare a rationale or purpose for the course, and five or six modules which require cooperating teacher response and/or activities,

-- develop a method whereby cooperating teachers can earn academic credit,

-- identify a source of funding to support publication and distribution cost,

-- identify a person to evaluate modules submitted by cooperating teachers, and

-- prepare a brochure to describe the offering and enrollment requirements.

On a voluntary basis, one can expect anywhere from 20% to 50% participation in such a program, if it is broadly advertised and understood by teachers. Though there are some disadvantages to the course being offered during the student teaching semester, it has been our experience that the professional growth of cooperating teachers is significant. Even more important, students appreciate the dialogue such a program stimulates between student and cooperating teachers.

EVALUATION PROTOCOL

General Overview

Evaluation Team

Establish procedures for developing an evaluation plan. An evaluation team should be selected, consisting of persons who have the necessary skills and interests to assume responsibilities for recommending policies, procedures, and standards for collecting and utilizing valid and reliable data in the decision-making process. Time should be given for planning and utilizing data results, as well as for modifying original plans.

Support for Evaluation Process

A centralized office should be established to help the team provide a link between project leaders and school practitioners. The director of this office should have an excellent background in both formative and summative evaluation as related to the "real world" of schools. This director should be an ex officio member of the team in order to insure continuity and coordination of efforts. The director should also be responsible for designing/selecting appropriate instruments and the means for collecting data, analyzing results, monitoring implementation progress, and reporting results back to the team. In order to insure quality control, an orientation of field assistants should be a part of the process.

Keeping It Simple

The entire system of data collection and utilization should be simple, pertinent, practical, and timely. It should be flexible enough to allow modifications, yet structured sufficiently to guide program progress.

Keeping It Organized

Data and reports should be carefully filed and easily accessible, and there should be a provision for expanding the data base.

Techniques to Measure Outcomes

Goal One....Practitioner Involvement

The emphasis here is on the numbers and quality of all available segments of public sector practitioners -- elementary, middle school, high school, and university -- to plan and implement the program. Evaluation strategies should identify how each of those groups is involved, as well as the impact the program has on improving the teaching skills of students.

Goal Two....Total University Involvement

The emphasis in this area is on the effectiveness of campus-based supervision in achieving targeted behaviors/competencies among student teachers. Through the administration of questionnaires to students, each supervision procedure can be compared.

Goal Three....Involvement of Other Institutions

The utilization of "outside" agencies, individuals, and other higher education institutions is emphasized here. It is important for "outside" agencies, individuals and institutions to be held accountable for their performance in helping students achieve specific understandings, and to provide experiences which are just as adequate as those received by locally assigned students. A wide range of data from reports, center logs, and questionnaires should be used to determine the effectiveness of service delivery.

Goal Four....Developing Interactive Media and Practices

Emphasized here is the utilization of materials/media and their effectiveness in helping student achieve targeted behaviors. Questionnaires should be developed to assess whether cooperating and student teachers think that media (training modules, guidebooks, action labs, etc.) were successful in achieving their intended functions.

EMPORIA STATE UNIVERSITY

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COLLEGE OF EDUCATION
OFFICE OF THE DEAN

October 28, 1985

Selection Committee
Distinguished Program in Teacher Education
Association of Teacher Educators

Dear Committee Members:

The "Connections" program, which is an inherent part of Emporia State's preservice teacher education process, was built over a ten year period and is based on a philosophy which emphasizes involvement of the total profession. Each component of the "Connections" program was developed, implemented, and evaluated by teams of educators from public schools, academic divisions of the university, and/or faculty members in the College of Education.

It is our belief that Emporia State's constituency is not only the total profession, but the entire state. Consequently, you'll find that the "Connections" program is an umbrella concept under which various complementary functions exist, including activities of educators from many parts of Kansas.

Both the "Connections" program for preservice teacher education and our "Partnerships" program for inservice staff development operate under the principle that educational programs improve only when teachers, administrators, and college faculty work together. We also accept the leadership role university personnel must assert to initiate and maintain professional compatibility.

To be recognized for their work in preparing this entry in accordance with award guidelines are ESU representatives: Dr. Stuart Ervay, Director of the Center for Educational Research and Service; Dr. Michael Morehead, Director of the Office of Professional Laboratory Experiences; Dr. Barbara Fabert, Director of the Project for Determining the Quality of Schools; Dr. Richard Bingman, Director of Program Development and Evaluation; and public school representatives: Mr. Dan Lumley, USD 253 Director of Secondary Instruction; Mrs. Kaye Tague, USD 253 Director of Elementary Instruction; and Mrs. Kay Calvert, USD 253 teacher and Director, Flint Hills MITEC.

Sincerely,

Jack D. Skillett, Dean

An Equal Opportunity Employer

CONNECTIONS - A MODEL FOR COLLABORATIVE PRESERVICE TEACHER EDUCATION

Office of Professional Laboratory Experiences
Division of Administration, Curriculum
& Instruction
College of Education
Emporia State University
Emporia, Kansas 66801

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OVERVIEW

Emporia State University's teacher education program, especially those components associated with professional laboratory experiences, is built on the "Connections" philosophy of collaboration. Field and university educators work cooperatively to build a model which promotes quality in teacher preparation programs and improves the teaching behaviors of graduates by focusing on four primary goals:

1. Public and private school practitioners are directly involved in preservice teacher education to maintain the quality of student teacher experiences.

2. All segments of the university support and participate in the teacher education program to consistently reinforce and develop exemplary preservice teaching behaviors.

3. The university cooperates with all teacher preparation institutions and public schools in Kansas to insure direct involvement of the total educational resources of the state in the preparation of quality teachers.

4. Innovative programs are developed to foster effective dialogue between preservice students and their inservice mentors in the field to sustain the development of quality teaching behaviors.

* * *

Goals one and two are accomplished through the development and maintenance of Advisement and Governing Councils. These councils are:

THE EMPORIA COUNCIL ON EDUCATION...administrators from the Emporia schools and the university.

THE EMPORIA TEACHER COUNCIL...classroom practitioners from both area public schools and the university.

THE COUNCIL ON TEACHER EDUCATION...the advisory body of representatives from all of the university sections which have an interest in teacher education.

THE COUNCIL OF STUDENT TEACHING SUPERVISORS...university personnel who supervise student teachers, among whom are representatives of all disciplines.

* * *

Goal three is accomplished through two Collaborative Networks. These networks are:

STATEWIDE FIELD CENTERS...directed on an as-needed basis by properly qualified

and trained personnel employed full-time by other colleges/universities or public school districts.

MULTI-INSTITUTIONAL TEACHER EDUCATION CENTERS (MITEC)...includes four sites: three in urban areas and one in the Flint Hills region, to cooperate with other Regents' institutions in providing services to student teachers.

* * *

Goal four is met via the continuing development of Interactive Media and Practices. Three interactive media/practices which are regularly used in the "Connections" program are:

ACTION LABS...intensive seminars for those currently student teaching in the Flint Hills region around Emporia and led exclusively by public school educators.

GUIDEBOOKS...self-paced modules completed by student teachers under the guidance of cooperating teachers and university supervisors, on topics which are compatible with concepts ordinarily encountered in the field experience.

COOPERATING TEACHER TRAINING PROGRAM...self-paced one credit-hour modules completed by cooperating teachers while in the field, with occasional assistance from university supervisors, and evaluated by the director of the Office of Professional Laboratory Experiences.

This model for collaborative teacher education has proven to be a particularly effective program in promoting dialogue among all parties involved in the preparation of teachers at Emporia State University. The linkage of the aforementioned councils has resolved small policy and administrative misunderstandings and developed cooperative programs to further the quality of the teacher education program. The establishment of statewide field centers and MITECs has provided student teachers with varied opportunities to actively participate in a regional and statewide teacher education program. The creation of action labs, guidebooks, and cooperating teacher training programs enhance preservice teacher education through cooperation and support of university and district-level faculty. Such innovations have also stimulated the professional growth of preservice and inservice teachers and, thus, have added to the quality of those teachers.

CONNECTIONS - A MODEL FOR COLLABORATIVE
PRESERVICE TEACHER EDUCATION

PROGRAM DESCRIPTION

Goal #1 Public school practitioners are directly involved in preservice teacher education to maintain the quality of student teacher experiences.

The Emporia Council on Education and Emporia Teacher Council were established in order to promote a collaborative connection between educators in local Unified School District #253 and those directly involved in the preparation of teachers at Emporia State University. The two councils are sponsored by the Emporia Public Schools and the College of Education, and consist of key administrators, teachers, and faculty from the school district and university.

Emporia Council on Education/Emporia Teacher Council

The Emporia Council on Education (ECE) is co-chaired by the District superintendent and College of Education dean. The council initiates and supports collaboration on programs which influence preservice teacher education and offers guidance and leadership regarding student observation, student teaching, and practicum assignments for the College of Education. ECE consistently focuses on improving the effective teaching behaviors of beginning teachers and on improving the relationship between the University's College of Education and public schools.

The Emporia Teacher Council (ETC) consists of public school teachers and university faculty. Its members include: three high school teachers, three middle school teachers, three elementary school teachers, and three university faculty members representing the academic disciplines. The

Emporia Teacher Council's responsibility is to help direct the laboratory experiences of preservice students and to promote dialogue through sponsorship of colloquia and other forms of inservice education. The ETC is extensively involved in the campus preservice teacher education program, not only through discussion, but through active participation in the development of programs.

Each year the ETC organizes and supervises seminars known as "action labs" for student teachers. A key component of the student teaching semester is the ETC's design for embellishing the student teaching experience with eight to ten on-campus or field-centered seminars each semester. Classroom teachers from schools in and around Emporia present well planned programs to the student teachers. Action lab topics cover the fundamental concerns of most classroom teachers, and sessions are characterized by dynamic interaction and activity.

ECE and ETC significantly influence the types of experiences that preservice students receive, and the close collaboration that exists between the college and public schools insures that practitioners have a significant input in developing appropriate classroom behaviors among preservice teachers. These two councils are also represented on the university-wide Council on Teacher Education to insure continued communication and total participation with the entire university community.

Goal #2 All segments of the University support and participate in the teacher education program to consistently reinforce and develop exemplary preservice teaching behaviors.

The University Council on Teacher Education

The University Council on Teacher Education is composed of representatives from all of the academic disciplines at Emporia State involved in teacher education. The Council on Teacher Education includes representatives who participate in the Emporia Teacher Council and Emporia Council on Education to insure that adequate dialogue occurs among all three groups. The Council presents the views of academic disciplines affecting teacher education and makes recommendations to the dean of the College regarding program structure, course approval, admissions procedures, and supervision of student teaching.

The Council on Teacher Education acts in an advisory capacity to the College of Education, and solicits input from the entire university and other councils. The unique feature weaving all three councils together is that membership allows public school employees and university personnel to hold positions in all three organizations simultaneously. Connecting these three groups in this manner insures a collaborative effort and bonds all of the councils involved in the preparation of preservice students.

The Council of Student Teacher Supervisors

To guarantee that effective collaboration exists within the university structure during student teaching, a dual supervision process for all secondary and some elementary majors was established. Secondary student teachers are supervised by faculty members from academic disiplines and the College of Education. The supervision process incorporates specific, published guidelines describing each faculty member's duties, especially

those focusing on the improvement of teaching behaviors. Each education faculty member who supervises a student teacher is responsible for the supervision and coordination of visits in cooperation with academic supervisors.

The process fosters a significant amount of collaboration between College of Education supervisors and academic supervisors during the student teaching semester. Academic supervisors, in most cases, are academic representatives who also serve on the University Council on Teacher Education. This program model is characterized by cross representation from all educational sectors of the university community and area public schools, insuring that a consistent collaborative interaction occurs. The "Connections" model gives the entire educational community an opportunity to participate in developing and supervising the implementation of guidelines for preservice teachers.

Goal #3 The university cooperates with all teacher preparation institutions and public schools in Kansas to insure direct involvement of the total educational resources of the state in the preparation of quality teachers.

The student teaching program at Emporia State University encourages students to participate in a variety of settings, including experiences in international, urban, inner-city, and rural locales. Such a process offers students a variety of experiences to choose from and gives them several options to fulfill their professional development. The student teaching program cooperates with a variety of educational agencies -- including special education cooperatives, private colleges, and state universities -- to assure that quality student teaching placements for students are made statewide.

Emporia State has contracted with all 304 public school districts in Kansas. The contracts permit the College of Education to legally assign student teachers in all districts in the state, allowing the College to initiate and maintain a comprehensive student teaching program through development of student teaching centers, and by becoming part of the state MITEC system.

Statewide Student Teaching Centers

Student teaching centers are the heart of the statewide student teaching program. Ten official student teaching centers are located in Kansas to provide practical student teaching experiences for Emporia State student teachers. Center directors represent the entire spectrum of the educational community: two directors of special education cooperatives, three public school teachers, two public school district central administrators, one building principal, and two private college faculty members. Directors are employed as needed by Emporia State University during the year, and work with as few as one or as many as twelve student teachers. This results in a cost-effective program because ESU arranges contracts with directors, based on the number of students in their regions.

Each center director shares his or her own unique professional expertise with student teachers. These individuals are skilled supervisors and many of them have provided seminars to practitioners on effective teaching behaviors related to supervision. Supervisors also represent their communities and help student teachers feel more comfortable in their new environments.

ESU representatives not only supervise student teachers, but are responsible for delivering seminars necessary for their professional

development. Seminars relate to the concerns that student teachers encounter during the field experience and are similar to action labs delivered on campus (see page 8 for further explanation of the "action lab" program). The number of student teachers in a particular locale will dictate the type and number of seminars presented each year. Such flexibility allows each center director the opportunity to develop a program that fits the needs of the students involved.

Use of expertise outside the traditional campus-based supervision model has greatly strengthened the student teaching program at ESU. The process allows students to participate in a statewide student teaching program and gives the university's College of Education constant contact with public schools throughout the state. Continuous contact with various constituencies in the field enables ESU to incorporate an on-going evaluation of the preservice component of teacher education, and enables the College of Education to keep abreast of the newest demands being placed on teachers.

The resulting unusual configuration of educators is monitored by the Office of Professional Laboratory Experiences; professional contact and supervision are maintained through meetings, phone conversations, and personal correspondence. Evaluation of each center's performance is similar to that used for university supervisors.

Continuing the underlying philosophy of collaboration, ESU student teaching centers have been regularly used by other Kansas universities and institutions in surrounding states. Student teachers from Iowa, Nebraska, and Oklahoma have most recently been assigned and supervised in ESU centers.

State MITEC Program

The Kansas Multi-Institutional Teacher Education Center (MITEC) system includes four regions: three urban centers in Shawnee Mission, Topeka, and Wichita, and one rural center in Emporia (the Flint Hills area). The purpose of MITEC is to provide services which allow student teachers from Kansas Regents' institutions to complete their student teaching experience in a sixteen week period without having to return to campus for supporting studies. Emporia State, through the Flint Hills MITEC, sponsors student teachers from other Regents' institutions, particularly those interested in student teaching in a rural setting.

The state MITEC system is organized and managed by the six state Regents' Institutions. The Kansas MITEC Policy Board has representation from public schools, the Kansas State Department of Education, and the Regents' institutions. This board establishes policies and gives direction to each of the four regional MITECs. The basic goal of the MITEC concept is to encourage collaboration among various educational agencies in the preparation of preservice teachers. MITECs offer a comprehensive set of seminars and experiences for student teachers, and require the participation of public school personnel, special observation experiences, and field trips.

The Emporia Teacher Council and the College of Education sponsor the Flint Hills MITEC at Emporia State University. Several years ago the MITEC Policy Board accepted the Flint Hills MITEC concept to create a center with a rural dimension to join the other three urban centers in Wichita, Kansas City, and Topeka. The Flint Hills MITEC program incorporates the action labs with ESU-sponsored seminars, and sponsors the Flint Hills MITEC director, who is a practicing teacher.

Participation in the MITEC program by the Emporia Teacher Council and the College of Education provides participating educators with enough funding to participate actively in national, regional, and statewide teacher education conferences. During the last three years, five teachers from the ETC and three center directors have attended the National ATE meeting representing Kansas. This does not include their participation other state and national meetings.

Through student teaching centers and the state MITEC system, Emporia State's student teaching program encourages and accepts direct and comprehensive involvement of the state's educational leaders and practitioners in the preparation of beginning teachers.

Goal #4 Innovative programs are developed to foster effective dialogue between preservice students and their inservice mentors in the field to sustain the development of quality teaching behaviors.

Action Labs

To maximize communication between university supervisors, cooperating teachers, and student teachers, the Office of Professional Laboratory Experiences and the ETC organize seminars known as action labs. These action labs allow practicing educators to work with the College through a delivery model focusing on quality teaching behaviors in evaluation, communication, and planning.

Practitioners are utilized to address topics related to the professional relations of teachers. Presenters discuss topics specifically related to their areas of expertise: discipline strategies, interviewing skills, effective teaching strategies, gradebook management, professional organizations, and other pertinent topics. Action lab content and procedures are modified as the demands of the profession dictate. These

action labs also foster the involvement of practitioners in the preservice education program at Emporia State University.

Guidebook Program for Student Teachers

The College of Education offers a course called Professional Relations of Teachers which outlines certain competencies to be met by student teachers. This course, which utilizes self-paced guidebooks, is on-going throughout the semester and is monitored by the education supervisor. During the semester, student teachers meet several times with education supervisors who assist them in meeting the educational competencies outlined in the course. During these meetings, the supervisor gives direction to the student regarding: 1) academic progress, 2) understanding competencies, and 3) needed direction related to information retrieval. The university supervisor re-evaluates the student teacher's progress in achieving necessary competencies during the semester.

The Professional Relations of Teachers course requires guided assignments that necessitate interaction between student teachers and individuals in the profession who they might not otherwise contact. The course requires study of many topics, some of which are: professional roles of teachers, administrators, and school boards; salary schedule differences, due process, code of ethics, and copyright laws. When students are engaged in these activities, a unique type of dialogue results which encourages interaction between cooperating teacher and student. This program stimulates an effective dialogue between students and cooperating teachers on issues confronting teachers. Included in this dialogue is the university supervisor's unique role as facilitator and resource person.

Student teachers are required to master twenty-five to thirty

professional competencies related to education, some of which are not typically required of student teachers at other universities. To achieve these competencies, student teachers must interview counselors, principals, and nurses. Also, student teachers are required to attend various school district meetings in order to successfully complete certain competencies.

Competencies deal with topics ranging from certification to the function and responsibilities of school boards. These competencies have an academic perspective and require significant communication between university personnel, public school employees, and student teachers. Such a unique method of delivering information allows the student, cooperating teacher, and university supervisor to stay in close contact and gives more direction to the professional development of student teachers. The program promotes increased academic, practical, and even theoretical dialogue during the student teaching semester.

Cooperating Teacher Training Program

The student teaching program at Emporia State offers cooperating teachers throughout Kansas the opportunity to participate in "Supervision of Student Teaching," a course utilizing a textbook written by Marvin Henry and W. Wayne Beasley, SUPERVISING STUDENT TEACHERS THE PROFESSIONAL WAY. Although the course in not unique, the delivery system is. Supervision of Student Teaching is delivered through a format that permits the cooperating teacher to enroll and participate in the class off-campus. The course is specifically designed for cooperating teachers having student teachers, and requires that cooperating teachers complete several activities that involve the student teacher and other educators. Resource persons include other teachers, administrators, unversity supervisors, and non-certified staff.

The goal of the course is to give specific direction to the cooperating teacher at any location in Kansas and to involve other educators as resource people. The course offers cooperating teachers, who may not have had the opportunity to work with the student teaching program earlier, direction and guidance during the semester.

The course requires cooperating teachers to complete six modules and prepare a handbook for their student teachers. Each module is specifically designed to aid the cooperating teacher at different times during the semester. The modules deal with topics ranging from "Reinforcing ESU Teacher Education Goals," to "Effective Human Relations and Supervising the Problem Student Teacher." Modules are arranged so that they are self-paced and the teacher can work through each module at an appropriate time.

Cooperating teachers are required to prepare handbooks, complete modules, and send finished materials to the Office of Professional Laboratory Experiences for evaluation. Their work is evaluated by the Director of Professional Laboratory Experiences and returned to cooperating teachers with suggestions.

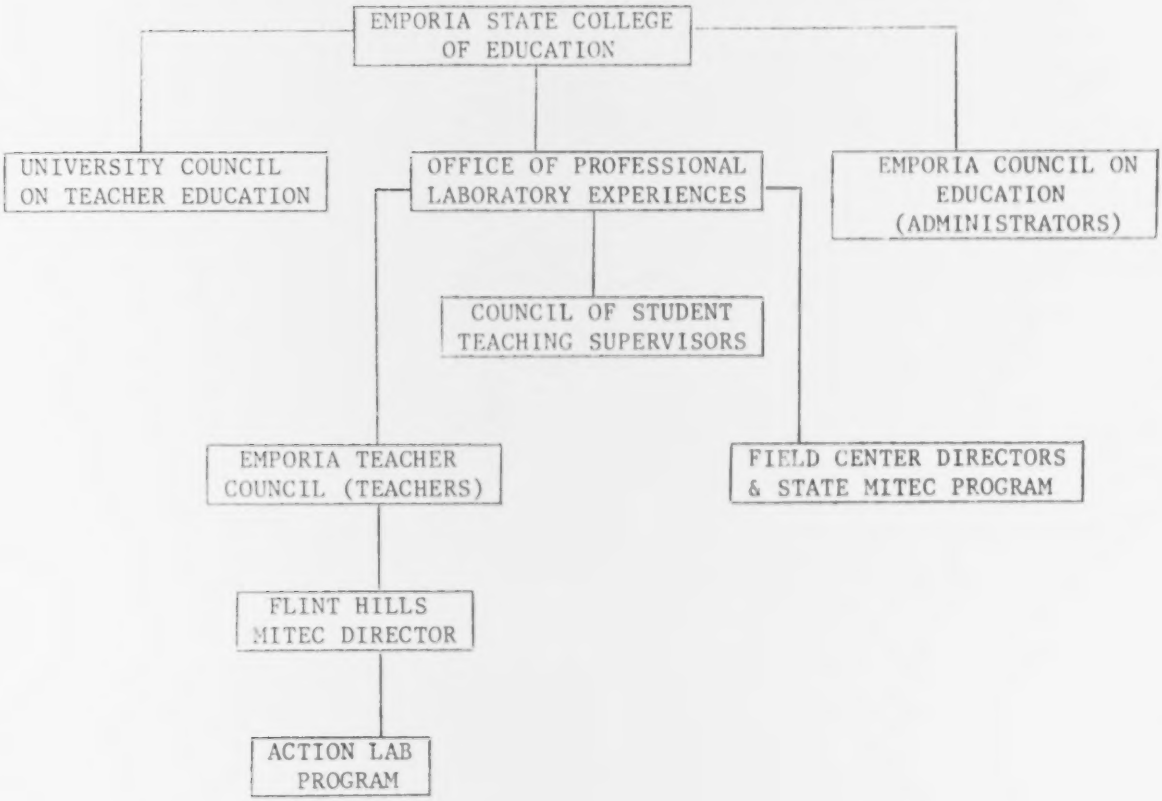
The advantage of this program is that it initiates communication among cooperating teachers, student teachers, and university supervisors. Modules require that cooperating teachers participate in certain types of activities enhancing the professional development of student teachers, and encouraging quality teaching behaviors for both student teachers and cooperating teachers.

Professional Relations of Teachers and Supervision of Student Teaching are two academically oriented courses that foster dialogue between preservice students, college educators, and their counterparts in the public schools. Through the directed dialogue demanded by the courses, ESU

is able to sustain the professional development of quality teachers and implement a unique method of delivering academic course work.

CONNECTIONS

COLLABORATIVE PRESERVICE TEACHER EDUCATION: GOVERNANCE MODEL


EMPORIA STATE COLLEGE OF EDUCATION
UNIVERSITY COUNCIL ON TEACHER EDUCATION
OFFICE OF PROFESSIONAL LABORATORY EXPERIENCES
EMPORIA COUNCIL ON EDUCATION (ADMINISTRATORS)
COUNCIL OF STUDENT TEACHING SUPERVISORS
EMPORIA TEACHER COUNCIL (TEACHERS)
FIELD CENTER DIRECTORS & STATE MITEC PROGRAM
FLINT HILLS MITEC DIRECTOR
ACTION LAB PROGRAM

EVALUATION PROTOCOL AND RESULTS

This process consists of: (1) targeting teaching/behavioral competencies for each goal, (2) identifying individuals and agencies involved in implementing each goal, and (3) determining the results of the implementation process. The sources of data for goals 1 through 4 include the following: end-of-semester evaluation questionnaires distributed to student teachers, end-of-semester questionnaires distributed to cooperating teachers, reports from center and MITEC directors, reports from education and academic university supervisors, and minutes from the various councils and MITEC meetings. Data were analyzed by the Office of Professional Laboratory Experiences staff each semester. Results were reported to the Councils for the purpose of formulating procedures for program improvement.

GOAL ONE: PRACTITIONER INVOLVEMENT

Targeted Teaching Behaviors and Competencies

Behavior/Competency	Appendix Category #	Description, Appendix Page
Planning	1	20
Instruction	2	20
Discipline	3	20
Evaluation	8	21
Salary Schedules	10	21
Interviewing/Student Activities	12	21

Implementation

Individuals/Agencies Involved	Membership/Number
Emporia Teacher Council	14
Emporia Council on Education	12
Public School Presenters/Coordinators	35

Results

Guidelines for coordinating the project were established by the Teacher Council and rigorously monitored by supervisory personnel. Periodically, students were asked to comment on the "smoothness of schedule," "variety of activities," and "assistance from local teachers." Ninety-three percent of the students responded positively to these items. Based on these results, the level of implementation for Goal One, Practitioner Involvement, is rated as being very satisfactory.

Number of student teachers attending seminars and presentations, 1984-85 175

Number of student teachers enrolled in external centers, 1984-85 55

Number of MITEC student teachers enrolled in 1984-85 145

Percent of student teachers responding positively on a survey asking the extent to which their behaviors improved as a result of the program 84%

Percent of student teachers agreeing that supervisors helped improve skills in targeted areas 89%

GOAL TWO: INVOLVEMENT OF UNIVERSITY PERSONNEL

Targeted Teaching Behaviors and Competencies

Behavior/Competency	Appendix Category #	Description, Appendix Page
Planning	1	20
Instruction	2	20
Communication	4	20
Professional Standards	5	20

Implementation

Individuals/Agencies Involved	Membership/Number
Council on Teacher Education	16
College of Education Supervisors	30
Council of Student Teaching Supervisors	(varies)

Results

Guidelines for dual supervision are monitored rigorously by the Office of Professional Laboratory Experiences, which coordinates its activities with the councils and individuals shown above, as well as with the Emporia Teacher Council and Emporia Council on Education. This tightly-integrated effort has led to the reinforcement of the student teacher behaviors targeted in Goal One, in addition to emphasizing communication and professional standards. This spiral type of reinforcement contributes to the successful implementation of Goal Two, University Personnel Involvement.

Percent of student teachers responding positively on an end-of-semester evaluation on helpfulness of academic supervision in achieving targeted behaviors/competencies	81%
Percent of student teachers responding positively on an end-of-semester evaluation on helpfulness of education supervisors in achieving targeted behaviors/competencies	85%
Percent of cooperating teachers responding positively on an end-of-semester evaluation that dual supervision of student teachers improved their performance in targeted areas	90%

GOAL THREE: UNIVERSITY COOPERATION WITH OTHER INSTITUTIONS

Targeted Teaching Behaviors and Competencies

Behavior/Competency	Appendix Category #	Description, Appendix Page
Planning	1	20
Instruction	2	20
Discipline	3	20
Evaluation	8	21
Salary Schedule	10	21
Student Activities	13	21

Implementation

Individuals/Agencies Involved	Number
MITEC programs with which ESU Cooperates	4
Districts with which ESU holds student teaching contracts	304
Statewide student teaching centers sponsored by ESU	10

Results

The diversity of individuals operating the student teaching centers and MITEC's includes education cooperatives, public school teachers and administrators, and representatives from private colleges. These options represent the full use of educational resources within the state and support the successful implementation of Goal Three activities in the overall Connections concept.

Percent of student teachers who conduct interviews with principals on evaluation procedures, salary schedules, and discipline strategies 90%

Percent of student teachers who participate in or sponsor extra-curricular activities 65%

Percent of student teacher who participate in and attend seminars on evaluation processes 100%

Percent of student teachers who exhibit competence in writing and oral communication 100%

Percent of student teachers reporting that contacts with Centers and MITECs helped them attain competencies in discipline strategies 85%

Percent of student teachers assigned outside the Emporia area 55%

GOAL FOUR: INNOVATIVE PROGRAMS FOSTER STRONG PROFESSIONAL INTERACTION

Targeted Teaching Behaviors and Competencies

Behavior/Competency	Appendix Category #	Description, Appendix Page
Communication	4	20
Professional Standards	5	20
Roles	6	20
Contracts	7	21
School Boards	9	21
Salary Determination	10	21
Ethics	11	21
Interviewing	12	21

Implementation

Activities/Materials Involved	Student Teachers or Cooperating Teachers Affected, 1984-85
Action Labs	150
Competency Guidebook System	240
Cooperating Teacher Training Modules	60

Results

Action labs, competency guidebooks, and cooperating teacher training modules are designed to foster increased and effective academic, practical, and theoretical dialogue during the student teaching semester. Experiences are planned and organized by the Office of Professional Laboratory Experiences for both student and cooperating teachers.

Percent of cooperating teachers responding in end-of-semester evaluations indicating that training modules assisted student teachers achieve targeted behaviors	93%
Percent of cooperating teachers responding in end-of-semester evaluations indicating that training modules assisted student teachers in planning the semester, dealing with daily problems, and better understand the evaluation of their performance	94%
Percent of cooperating teachers responding in end-of-semester evaluations indicating that competency guidebooks increase communication with student teachers	85%
Percent of student teachers responding in end-of-semester evaluations indicating that guidebooks and action labs increased communication with cooperating teachers	92%
Percent of student teachers responding in end-of-semester evaluations indicating that action labs and guidebooks increased understanding of contracts and salary schedules	80%
Percent of student teachers responding in end-of-semester evaluations indicating that action labs and guidebooks increased understanding of professional standards and roles	83%

SUMMARY

Emporia State University's teacher education program, especially those components associated with professional laboratory experiences, is built on a "Connections" philosophy. Public school and university educators work cooperatively to build a model which promotes quality in teacher preparation programs and improves teacher behaviors by focusing on specific goals and competencies.

This "Connections" model for teacher education has proven to be an effective program in promoting dialogue among school teachers, administrators, and university faculty. The four councils foster a cooperative education program that emphasizes quality teaching behaviors for beginning teachers, and outline goals and competencies to be met. Goals and competencies are designed to insure that constant monitoring and communication take place among a variety of educational constituencies.

The establishment and participation in the statewide field center and MITEC program provides ESU student teachers with varied opportunities to actively participate in regional and statewide teacher education programs. Interaction of field centers and MITECs with ESU Councils brings a multi-institutional flavor to the program at ESU, and keeps it from becoming too provincial. The cost-effective statewide student teaching program permits ESU to utilize all school districts in Kansas at minimal cost.

With the "Connections" model and the development of action labs, guidebooks, and cooperating teacher training modules, preservice teacher education is enhanced by cooperation and support of university and district level faculty. Such innovations have stimulated the professional growth of preservice and inservice teachers, and added to the quality of those

teachers involved with ESU.

Adaptability

Potential for adaption of the "Connections" model would, of course, depend on the size and emphasis of a university. Though all parts of this model may not fit into every institution's plan, the minimal expenditures that are necessary should make the model most attractive.

Several colleges of education have shown interest in the guidebook concept and the governance procedures ESU established. Implementing a governance process, and facilitating public school involvement similar to those outlined in the "Connections" model, can be adapted by most colleges of education. Implementation requires careful planning and organization, but the collaborative outcome is certainly worth the effort.

APPENDIX

Specific Teaching Behaviors

The following information describes some specific teaching behaviors that Emporia State University student teachers are expected to exhibit because of their participation in ESU's program which fosters the "Connection" philosophy.

Category of Behavior	Specific Behavior
	The student will:
1. Planning	organize and plan lessons that clearly outline objectives, instructional techniques and evaluation,
2. Instruction	demonstrate the ability to instruct students using a variety of procedures that will give children at all levels the opportunity to learn,
3. Discipline	maintain an orderly classroom that is organized in a manner which produces a learning environment,
4. Communication	demonstrate the ability to communicate with different levels within the educational community (e.g. principals, university personnel, board members...),
5. Professional Standards	participate in professional endeavors that will exhibit ethical behavior and promote self development,
6. Roles	demonstrate an ability to identify and discuss five salient professional roles of teachers in the classroom,

Category of Behavior	Specific Behavior
7. Contracts	explain basic contractual obligations of school districts and teachers,
8. Evaluation	exhibit a knowledge of the evaluation process by describing the purposes and process used in principal/self-evaluations requested by the state of Kansas,
9. School Boards	exhibit an understanding of school board organization and functioning by attending two board meetings and taking notes (to be turned in),
10. Salary Schedules	evaluate two distinct types of salary schedules, giving two strengths and two weaknesses for each,
11. Ethics	understand ethical standards of behavior by discussing the NEA Code of Ethics and at least one "ethics" statement from a district handbook,
12. Interview	complete a mock interview and receive critique of interview behavior, and
13. Student Activities	exhibit an understanding of the role of student activity programs by relating three characteristics of a good activities sponsor.

EMPORIA STATE UNIVERSITY

Student Teaching Centers
MITEC Centers

MITEC Centers

Director	Address
A Kay Calvert	Flint Hills MITEC, Emporia, Ks
B Kim Hunter	Kansas City MITEC, Kansas City, Ks
C Jo Beth Allen	Topeka MITEC, Topeka, Ks
D Cathy Yeotis	Wichita MITEC, Wichita, Ks

Student Teaching Centers

Director	Address
1. Sheila Drake	Kansas Wesleyan, Salina, Ks
2. Monroe Hughbanks	McPherson College, McPherson, Ks
3. Mike Myers	Lincoln Elementary, Fredonia, Ks
4. Mary Ann Knowles	Belle Plain High School, Belle Plaine, Ks
5. Ken McCormic	Board Office, Ulysses, Ks
6. Larry Weast	Hiawatha High School, Hiawatha, Ks
7. Erma Sentz	Southwest Kansas Service Center, Dodge City, Ks
8. Ron Fielder	Educational Resource Center, Concordia, Ks
9. Carlos Polk	Board Office, Pratt, Ks
10. Audrey McBride	Atwood Public Schools, Atwood, Ks

EMPORIA STATE UNIVERSITY
1200 COMMERCIAL · EMPORIA, KANSAS 66801 · TELEPHONE 316-343-1200
OFFICE OF THE PRESIDENT

September 30, 1985

Selection Committee
Distinguished Program in Teacher Education
Association of Teacher Educators

Dear Sirs and Madames:

I am pleased to write in support of Emporia State University's Connections program. Since becoming president in July of 1984, I have re-emphasized teacher education as our primary institutional mission and have redirected resources to that purpose. The second goal of the Connections program is that "all segments of the University continue to support and participate in the teacher education program to consistently reinforce and develop exemplary preservice teaching behaviors." Our university is deeply committed to this goal.

Quality educators graduate from teacher education programs in which there are clear goals, collegially developed and implemented by representatives from both academic and professional fields. Emporia State's Council on Teacher Education has long been the vehicle through which those representing all colleges and divisions of the University have coordinated and improved our teacher education program. Many members of that body also serve on the Council of Student Teaching Supervisors, thereby providing a strong link between on-campus and off-campus teacher preparation components. All secondary and many elementary student teachers are supervised by teams of academic and professional supervisors.

I also agree with the first goal of the Connections program, and endorse the existence and efforts of the Emporia Council on Education and Emporia Teacher Council. These councils not only improve communication with area schools, but provide a mechanism through which field practitioners actually cause positive change in both on-campus and off-campus programs. No university should keep its professional preparation program aloof from the practitioners with whom its graduates will work. I believe it is even more significant with the credibility of teacher education institutions being questioned, that we open our programs to professional review and act positively on criticisms we might receive.

Through the work of the four councils I have mentioned, Emporia State University has for over eight years maintained connections with all those who are most important in guiding its teacher education program. I am personally committed to keeping those connections in place, and encourage presidents of other universities which contain teacher preparation programs to establish similar procedures.

Sincerely,

Robert E. Glennen
President

9

An Equal Opportunity Employer

USD 253

Emporia Unified School District No. 253

501 Merchant Street • Box 1008 • Emporia, Kansas 66801

Phone 316/342-4455

October 1, 1985

Selection Committee
Distinguished Program in Teacher Education
Association of Teacher Educators

Dear Selection Committee Members:

Members of the committee preparing the Distinguished Program in Teacher Education entry titled "Connections - A Model for Collaborative Preservice Teacher Education" have asked that I verify the program's attempt to meet goals one and three. Goal one calls for heavy involvement of public and private school practitioners in preservice teacher education, and goal three indicates thorough cooperation with all of the state's educational institutions as a means of pooling resources.

It is my opinion, based on many years experience as superintendent of the Emporia schools and as a career educator in Kansas, that the Connections program has certainly met both goals. Emporia State's preservice teacher education program has been greatly influenced by actions of the Emporia Council on Education and the Emporia Teacher Council, both of which contain a membership which is more than 50 percent representative of public school perspectives. The Emporia School District, to name only one, has benefitted from this collaboration in ways which go far beyond extra help we receive from observers and student teachers. Because of the responsiveness of Emporia State personnel to public school perspectives, its program has added such practical areas of concern as classroom management and discipline, and concepts we consider important within the effective schools movement. Many of our personnel teach Emporia State classes or serve as speakers/consultants. All of this activity causes observers and student teachers to be much better prepared for the field experience, and encourages us to hire many of the program's graduates.

I am aware of the heavy involvement of program personnel in the state's Multi Institutional Teacher Education Center (MITEC) program, and know that its innovative field centers for teacher education are closely allied to many public schools in Kansas. Through the use of qualified public school practitioners as area directors and university-sponsored supervisors, the Connections program makes a forceful statement about the benefits of collaborative efforts.

Through its acceptance of practitioner points-of-view, and its use of public school-based leadership in teacher education, the Connections program has proven to my satisfaction that collaboration can mean more than mere "communication." It is also more than a means through which public schools serve as laboratories for university programs; it is an opportunity for those of us in the field to be a true and complete part of a teacher education program. I strongly approve of that approach, and advocate its application by educational leaders anywhere in the country.

Sincerely yours,

Harold R. Hosey

Harold R. Hosey, Ed.D.
Superintendent of Schools

HRH:kt

Texas Tech University

College of Education
Office of the Dean

September 27, 1985

Selection Committee
Distinguished Program in Teacher Education
Association of Teacher Educators

Dear Members of Selection Committee:

I am writing in support of Emporia State University's entry as a "Distinguished Program in Teacher Education." Certain components of the program were developed and implemented while I was dean of education at Emporia State University from 1978-1983. Dr. Stuart Ervay instituted Action Labs and developed Guidebooks for student teachers during that time. My comments will address these two facets of the program.

Action Labs

These seminars for student teachers are conducted by practicing teachers and other educators once or twice each semester. They are designed to be intensive, hands-on activities of practical value to the student teachers. Student teachers have the opportunity to choose topics that are of interest or concern to them and which deal with problems that they are encountering in the classroom. These Action Labs are evaluated each time they are offered and they receive extremely high ratings from student teachers. Classroom teachers who conduct these seminars also regard them as being very useful because of the timeliness of dealing with problems that student teachers are encountering. As a result, Action Labs have become an important and integral component of Emporia State University's teacher education program.

Guidebooks

Dr. Ervay and other faculty in the College of Education have developed a set of Guidebooks that include self-paced modules for student teachers. These Guidebooks are designed to help student teachers study and understand those concepts included in the professional education component of the teacher education program. The concepts take on new meaning for students because they are directly related to the student teaching situation and have relevance to the classroom. Moreover, both the student teacher's cooperating teacher and university supervisor assist with the modules. The result of this arrangement is that students deal with live, everyday situations with the advice and counsel of two professionals. Student teachers, cooperating teachers, and university supervisors all agree that the Guidebooks are useful and beneficial in enabling teacher education students to gain knowledge of the teaching profession.

Box 4560 / Lubbock, Texas 79409-4560 / (806) 742-2377

The teacher education program at Emporia State University is clearly innovative and creative. It demonstrates that a truly collaborative model for preparing teachers is possible. I highly recommend it for consideration as one of ATE's "Distinguished Programs in Teacher Education."

Sincerely,

Richard E. Ishler
Dean

REI/ms

Indiana State University
Department of Secondary Education

October 2, 1985

TO: Selection Committee
Distinguished Program and Teacher Education
Association of Teacher Educators

I am pleased to recommend for your consideration for the Distinguished Program Award, the "Connections--A Model for Collaborative Preservice Teacher Education" program at Emporia State University.

I have long felt that one of the real weaknesses in teacher preparation has been the fact that the profession has not dealt adequately with the preparation of supervisors of student teachers. This has come about as a result of several factors, the least of which is not logistic. Creativity is needed to try to better provide inservice education for cooperating teachers. I feel that the Connections program instituted by Emporia State University as a step in that direction. I have heard presentations by the director and by participants in the program and have talked at some length with the director, and I am convinced that the results show that there is a real effort being made to prepare teachers more effectively for the task of supervising student teachers.

After analyzing and evaluating the model for a period of time, I have implemented many of the ideas and suggestions into a spin-off program at my own institution. I feel that this model is exportable and can very well serve as guide for the preparation of supervising teachers as well as working more cooperatively with public schools.

Sincerely yours,

Marvin A. Henry

Marvin A. Henry, Ed.D.
Chairperson, Department of
Secondary Education

MAH/lmu

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